

TRIBAL HISTORY / SHARED HISTORY

Exemplary Practices for Teachers

SB 13

In 2017, the Oregon Legislature enacted Senate Bill 13, known as Tribal History / Shared History.

This bill was the culmination of decades of organizing and curriculum work by the nine federally recognized Tribes within Oregon.

The law directs the Oregon Department of Education to develop a K-12 Native American curriculum in partnership with Oregon Tribes.

Through listening sessions, interviews, and surveys, we collected examples of successful implementation of Tribal History / Shared History (TH / SH) curriculum.

EXEMPLARY TH / SH IMPLEMENTATION:



Aligns significantly with the lesson plan in terms of:

- 1) essential understandings
- 2) learning outcomes
- 3) essential questions
- 4) standards
- 5) practices
- 6) assessment
- 7) reflection and closure.

Example: Teachers participate in professional development learning about TH / SH's nine essential understandings of Native Americans in Oregon. This learning opportunity focuses on the "why" behind the essential understandings component of the curriculum.





Allows students to share and reflect on their own culture(s)

and express themselves in their home or traditional language(s).

Example: Students design a science lesson on the traditional use of plants, using the nettles found on school grounds. Teachers assist with the editing and presentation of the material, encouraging students to connect with the land and with Indigenous practices.



Acknowledges contemporary Indigenous leaders and issues

to emphasize that Indigenous people are still here.

Example: Because TH / SH was achieved through Tribes' organizing and curriculum development efforts, teachers amplify Indigenous voices from those Tribes and partner with Native educators to tell important stories. "I feel like the Tribal community has been so generous with their resources, their time, and their teaching, allowing us to learn from them."





Draws from Indigenous analyses and methodologies

to emphasize Native perspectives.

Example: A school implements an interdisciplinary, multi-year project that maps the native plants on school grounds. Participating students “feel more connected to the land...you see kids taking more care of the natural world...And they’re able to identify [native plants] and know that they’ve been here since time immemorial.”



Seeks collaborations and partnerships with local Tribes

and Native leaders and organizations.

Example: A district partners with local Tribal members and organizations on the creation of a Native American Student Union. This union serves as a hub for families and the various Tribes in the area. Tribal members are also present in classrooms and advise the implementation of the curriculum.





Teaches with an open heart,
demonstrating kindness, honesty,
and enthusiasm.

*Example: To teach students about Native American identity in the context of Oregon history, a teacher assigns the novel **Indian No More** by Charlene Willing McManis and Traci Sorell. This book won the 2020 American Indian Youth Literature Award for Best Middle Grade Book and was a 2020 Global Read Aloud Choice. The teacher shares, “It is SO good!” Students loved the book and were engaged in animated discussions about the main character, Regina Petit.*

These recommended practices draw from:

Christian, S., & Larson, R. (2023). *Implementation of the Tribal History / Shared History Curriculum*. Region 16 Comprehensive Center.

Oregon Department of Education (n.d.). *Educator Toolkit*.

ABOUT REGION 16 COMPREHENSIVE CENTER

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Region 16’s innovative model creates stronger networks of services and supports for students, staff, families, and educators. Relationships with our communities and equitable access to opportunities for our students are at the center of our mission, vision, and values.

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